Our school at a glance

Students
In 2009 our school had 892 students, 437 boys and 455 girls. 87.1% of junior students and 86.9% of senior students attended on average each day. 81 students graduated with their Higher School Certificate (HSC). 51% of these students have gone on to further study in either a full time or part time capacity. 173 students completed their School Certificate (SC).

Staff
In 2009 the 14 executive staff, 50 teaching staff and 7 specialist staff were supported by 11 administrative staff and a general assistant. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school ran a number of programs to give students additional educational support throughout 2009. These included:
- transition to high school program
- vocational education programs
- learning support team
- Australian Government quality teacher programs

Student achievement in 2009

Literacy – NAPLAN Year 7
In the 2009 National Assessment Program for Literacy and Numeracy (NAPLAN) tests, 88% of students in Year 7 achieved at or above the minimum national benchmark standard for literacy.

Numeracy – NAPLAN Year 7
In the 2009 NAPLAN tests, 87% of students in Year 7 achieved at or above the minimum national benchmark standard for numeracy.

Literacy – NAPLAN Year 9
In the 2009 NAPLAN tests, 89% of students in Year 9 achieved at or above the minimum national benchmark standard for literacy.

Numeracy – NAPLAN Year 9
In the 2009 NAPLAN tests, 95% of students in Year 9 achieved at or above the minimum national benchmark standard for numeracy.

School Certificate
Our SC performance, in terms of relative value added, was strongest in the area of Australian geography, civics and citizenship when compared with other schools with similar enrolment characteristics.

Higher School Certificate
Our strongest individual performances in the HSC were in the areas of software design and development, information processes and technology, visual arts, mathematics, history extension and legal studies.

Our strongest performing subject areas were senior science, history extension, personal development, health and physical education, mathematics, food technology and dance.

Messages

Principal's message
At Lake Munmorah High School our core business is learning. Our vision is to be a school where every member of the school community:
- accepts their responsibilities
- values learning
- strives for improvement
- works together in caring committed partnerships
The data highlighted in this report indicates that a strong learning culture is developing. Our school motto ‘Setting the Standard’ captures the essence of this philosophy.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Lindsay West

P&C message
All funds donated to the P&C come from the profits made from the canteen. Once again our canteen committee and canteen staff have done a brilliant job. Some of the KLAS to benefit from these donations were Maths, CAPA, HSIE, PDHPE, English, TAS, Science and the SRC.
I would like to take this opportunity to thank our wonderful volunteers for their continued support. The P&C meets each month. Meetings are informal and friendly, so please come along and join us for a cuppa and a chat.

Mrs Kay Burrows P&C President
Student representative’s message

Our Student Representative Council (SRC) was again active in 2009 with the following initiatives:

- running school assemblies and providing progress reports and updates to students
- developing the leadership skills of students in our school and our partner primary schools
- fundraising for charity and for the school
- providing a forum for students to voice their ideas, concerns and suggestions
- attending community meetings
- improving the participation of students in whole school activities

School context

Student information

Student enrolment profile

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<table>
<thead>
<tr>
<th>Year</th>
<th>School Enrolments</th>
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<tbody>
<tr>
<td>2005</td>
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<tr>
<td>2006</td>
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<tr>
<td>2007</td>
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<td>2008</td>
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<tr>
<td>2009</td>
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Student attendance profile

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<table>
<thead>
<tr>
<th>Year</th>
<th>School Attendance Yr 7-12</th>
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</thead>
<tbody>
<tr>
<td>2006</td>
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<tr>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>2009</td>
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</tr>
</tbody>
</table>
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Management of non-attendance

The school contacts the parents / guardians of students who are absent from school without a valid reason. Students who display poor attendance patterns are supported by the school welfare and learning support teams. Students with significant issues are referred to the Home School Liaison Officer (HSLO).

Retention to Year 12

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<table>
<thead>
<tr>
<th>School</th>
<th>SEG</th>
<th>State</th>
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</thead>
<tbody>
<tr>
<td>SC03-</td>
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<td></td>
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<tr>
<td>HSC05</td>
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<td></td>
</tr>
<tr>
<td>SC04-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSC06</td>
<td></td>
<td></td>
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<tr>
<td>SC05-</td>
<td></td>
<td></td>
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<tr>
<td>HSC07</td>
<td></td>
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<tr>
<td>SC06-</td>
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<tr>
<td>HSC08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC07-</td>
<td></td>
<td></td>
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<tr>
<td>HSC09</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Post-school destinations

```
<table>
<thead>
<tr>
<th>Post School Destinations</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>18</td>
</tr>
<tr>
<td>TAFE or private college</td>
<td>23</td>
</tr>
<tr>
<td>Traineeships / Apprenticeships</td>
<td>10</td>
</tr>
<tr>
<td>Working – full time</td>
<td>4</td>
</tr>
<tr>
<td>Working – part time / casual</td>
<td>31</td>
</tr>
<tr>
<td>Actively seeking work</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>40</td>
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</table>
```

Year 12 students undertaking vocational or trade training

In 2009 37% of Year 12 students undertook at least one vocational or trade training course. Training was delivered both on the school site (School Vocational Education Training - SVET) and at TAFE colleges (TVET).

Year 12 students attaining HSC

97% of Year 12 students attained their HSC in 2009.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>576,609.73</td>
</tr>
<tr>
<td>Global funds</td>
<td>446,747.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>315,817.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>189,318.94</td>
</tr>
<tr>
<td>Interest</td>
<td>27,378.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>36,587.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1,592,460.18</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>161,779.87</td>
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<tr>
<td>Excursions</td>
<td>43,481.77</td>
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<tr>
<td>Extracurricular dissections</td>
<td>35,488.35</td>
</tr>
<tr>
<td>Library</td>
<td>12,678.59</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>60,611.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>391,538.79</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>109,405.37</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>124,679.07</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>85,263.06</td>
</tr>
<tr>
<td>Maintenance</td>
<td>31,610.30</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>39,141.81</td>
</tr>
<tr>
<td>Capital programs</td>
<td>31,331.81</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1,006,376.29</strong></td>
</tr>
</tbody>
</table>

Balance carried forward

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1,592,460.18</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>586,083.89</strong></td>
</tr>
</tbody>
</table>

5% of the school workforce are of Indigenous background.

School performance 2009

Achievements

Arts

In 2009 our major achievements were:

- Participation in the following regional events:
  - Starstruck (with representation in choir, dance, drama, audio/lighting engineering)
  - Central Coast dance festival
  - Central Coast showcase
- The annual ‘theatre project’ for gifted and talented drama students was held in Term 4 with a matinee and two sold-out evening performances
- Evening performances of elective music classes were held each term for parents and the community
- MADD night: the night of music, art, dance and drama featuring medal award presentations and certificates took place in term four to celebrate excellence and achievement in the arts with record numbers in attendance
- Transition: music students gave performances at primary schools throughout Terms 3 and 4 to enhance the transition program and dance and music performances were featured at orientation day
- ‘About Face’ exhibition: an annual portrait painting competition and exhibition for elective art students was held for the second year in Term 2 with record numbers of student works on display and parents in attendance. This event also develops school to work skills as

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>46.3</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<td>Support Teacher Behaviour</td>
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<tr>
<td>Counsellor</td>
<td>0.8</td>
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<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11.372</td>
</tr>
</tbody>
</table>

Total 75,972

Staff information

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>94%</td>
</tr>
<tr>
<td>Postgraduate qualifications</td>
<td>6%</td>
</tr>
</tbody>
</table>
students manage all facets of the exhibition including hanging, framing, catering and promotion

- First Class exhibition: Laura Brett, Year 12, had her artwork competitively selected for the Lake Macquarie gallery ‘first class’ exhibition of outstanding HSC artworks from the Hunter and Central Coast region, to be held in April 2010
- The ‘sound and lighting crew’ was established with selected students trained and given regular experience in audio and lighting engineering for a range of school events
- The ‘stage crew’ was established for junior music students to develop skills in instrument set-up, stage co-ordination of equipment, safe stage practices and assistance with performances
- The first Band 6 result in HSC visual arts was achieved
- The first male dance candidate successfully completed the HSC course after only studying dance at school for Years 11 and 12
- Two HSC dance students were selected for Encore
- A performance feature was established for music, dance or drama, to be included in every school assembly
- Three gifted and talented dance students in Year 9 were accelerated into senior dance, successfully completing the Preliminary HSC course and will now complete their HSC in dance in 2010
- A team of junior students with identified musical talents was established and performed in HSC examination ensembles
- HSC music students performed at neighbouring regional high schools
- CAPA staff were involved in:
  - HSC marking in dance and visual arts
  - choreography position for Starstruck
  - choreography position for Central Coast dance festival
  - drama staff wrote the ‘Theatre Project’ play for 2009
  - Three visual arts staff exhibited in local and regional art exhibitions and galleries

**Sport**

As well as enjoying integrated sport, students participated in a number of independent competitions. Some of the major achievements included:

In 2009 many sporting successes were enjoyed by the students of Lake Munmorah High. Some of the major achievements included:

- CHS swimming - Kurt Schijvens
- CHS athletics - Liam Dunne, Jakob Gilles, Belinda Kayser, Brock Hawkins
- CHS cross country – Billie Asprey, Sarah Lang, Liam Dunne
- CHS hockey – Mel Howard
- CHS touch football – Mel Howard
- CHS cricket – Ashley James
- CHS trampolining – Caitlin Younger
- CHS surfing - Jack Scollard, Zac Dalziel, Josh Radford
- CHS sailing - Jason Kakato

**Academic**

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Literacy – NAPLAN Year 7

Percentage of students in bands:
Year 7 reading

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Percentage of students in bands:
Year 7 writing

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</table>

Percentage of students in bands:
Year 7 spelling

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage in band 2009</th>
<th>LSG average 2009</th>
<th>State average 2009</th>
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<tbody>
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Percentage of students in bands:
Year 7 grammar and punctuation

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage in band 2009</th>
<th>LSG average 2009</th>
<th>State average 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
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</tbody>
</table>
Numeracy – NAPLAN Year 7

Literacy – NAPLAN Year 9
School Certificate

Numeracy – NAPLAN Year 9

Percentage of students in performance bands:
School Certificate Mathematics

Percentage of students in performance bands:
School Certificate English-literacy

Percentage of students in bands:
Year 9 numeracy

Percentage of students in bands:
Year 9 grammar and punctuation

School Average 2005 - 2009
LSG average 2009
State average 2009

Percentage in band 2009
LSG average 2009
State average 2009

Percentage in band 2009
LSG average 2009
State average 2009

Percentage in band 2009
LSG average 2009
State average 2009
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

| Percentage of Year 7 students achieving at and above minimum standard |
|------------------------|-----------------|
| Reading                | 91.1            |
| Writing                | 85.2            |
| Spelling               | 87.0            |
| Punctuation and grammar| 88.2            |
| Numeracy               | 87.4            |

| Percentage of Year 9 students achieving at and above minimum standard |
|------------------------|-----------------|
| Reading                | 88.5            |
| Writing                | 82.9            |
| Spelling               | 85.1            |
| Punctuation and grammar| 82.9            |
| Numeracy               | 95.0            |

Significant programs and initiatives

Aboriginal education

The following initiatives were put in place to support the development of greater cultural awareness of Aboriginal culture.

- In Term 2, teaching and school support staff visited a range of important Aboriginal sites as part of a whole day staff development day.
- All students participated in Harmony Day in 2009. Students participated in a range of cultural activities, including Aboriginal dance and music performances.
- The Norta Norta program supported literacy and numeracy development in the classroom. The in-class tutor was Mrs Kim Anderson. A significant feature of the Norta Norta program was the support provided to Stage 5 and 6 students.
- Mark Macdonald, our Aboriginal education coordinator, visited our partner primary schools to coordinate individualised learning plans for all indigenous students entering high school in 2010.
- Students participated in a bush Tucker garden project. Students worked with a community group in Morisset to gain practical experience.

Multicultural education

The school continues to incorporate multicultural perspectives into all of its teaching programs and policies. Students continue to develop an understanding of other cultures through their programmed study, particularly in the HSIE, language and TAS key learning areas.

A number of overseas exchange students visited our school last year and were warmly accepted by students and staff.

Respect and responsibility

Programs to foster responsibility and respect continued to be implemented throughout 2008. These included:

- the rock and water program
- anti bullying training
- peer mediation training
- peer support training
- anti violence seminars

The values of respect and responsibility are regularly articulated to students by staff and supported by the consistent application of the school welfare and discipline policy.
The Australian Government Quality Teaching Safe Schools Project – Building Links

The safe schools project has linked into improving student wellbeing, whilst aiming to increase student engagement in the classroom and consequently the overall retention of students. The successful outcomes of the project include:

- improved student engagement and retention throughout their schooling career
- developing a creative, caring, stimulating and supportive safe school environment
- extensive training and development of teachers in Skype, Moodle, blogs, connected classrooms, TaLe and Bridgit,
- increased teacher knowledge and understanding of technology and its successful implementation into all KLA’s and individual classes,

Student Welfare Programs
Students participated in a number of welfare presentations and programs throughout 2009 including:

- Year 7 - peer support, cooling conflicts, cyber bullying, anti-bullying, drug and health education, Year 7 camp
- Year 8 - responsible gambling, cooling conflicts, cyber bullying, anti-bullying, drug and health education
- Year 9 - peer support training, drug and health education, responsible gambling, anti-bullying
- Year 10 - peer support and mediation facilitators, responsible gambling, drug and health education, anti bullying, safe partying
- Year 11 - driver awareness, safe partying
- Year 12 - mentoring program, study skills program, safe partying
- rock and water group sessions
- anger management focus groups
- focus groups developing positive peer relationships
- school based mentoring for senior students and students with support needs
- Plan-It-Youth mentor program - students being mentored by community volunteers once a week over the duration of a term
- The ‘Workwise’ links to learning program provided a number of courses for at risk students.
- The ‘Youth Connections’ pathways program saw a youth worker spend a day a week at Lake Munmorah High School supporting students at risk of disengagement from their studies.
- The education provider ‘BreakThru’ conducted a number of courses for students at risk.
- The ‘yellowie’ commendation system continued successfully as reinforcement for positive student behaviour.
- The merit system continued with certificates presented to students. Student achievement was recognised and reported in school newsletters.

Transition Programs
The Stage 3 into 4 Transition Program at Lake Munmorah High School in 2009 included the following:

- LMHS staff and student presentation at partner primary schools during Term 1
- sport gala day in Term 3
- funding support applications completed for identified students, attendance at meetings held by primary schools with parents regarding targets and support for 2010
- personal learning plans completed for transitioning Indigenous students. LMHS staff attended meetings held at primary schools with parents regarding expectations and support available for their students in 2010
- behaviour support program run in consultation with the support teacher behaviour
- vulnerable student program which included activities led by LMHS students trained in the peer support program
- gifted and talented program using an online task
- rock and water program: male and female focus groups held in each primary school
- cooling conflicts program- LMHS students working with targeted primary students
- support teacher learning visited primary schools to discuss test results and support strategies for students with identified needs
- testing program to determine class placements and identification of students with specific learning needs and abilities
• class structure developed based on testing, reviewed with Year 6 teachers
• orientation day: LMHS staff introductory speeches, displays of student work, student performances (dance, drama and music), morning tea with parents, timetable ‘orienteering’ activity with peer support leaders, literacy and numeracy activities with 2010 Year 7 (CORE program) teachers, BBQ lunch and sporting competition - follow on from Sport gala day

A review of the 2009 program and planning for 2010 was completed by transition coordinators during Term 4. A meeting was organised for Term 1, 2010 to confirm arrangements for 2010.

Learning Support Team
The Learning Support Team (LST) at LMHS has established itself as an integral part of the schools culture. The LST strives to engage and support students on both an academic and welfare level, achieving this through the delivery of consistent practises and open consultation between all stakeholders.

Comprising of the Head Teacher Welfare, school counsellors, Deputy Principals, Head Teacher Teaching and Learning, Head Teacher Administration, support teachers learning and Year Advisors (as required), the team meets on a weekly basis to exchange ideas and develop plans and strategies to meet the individual needs of each student referred.

Referrals to the LST are generated at the request of staff and / or parents. Actions completed by the team are extensively documented and communicated to staff, with an individualised database recording actions and future directions for each student.

The outcomes and interventions actioned by the LST can vary and included:

• behaviour support i.e. development of risk assessments, behaviour plans and / or requests for support teacher behaviour intervention
• Home School Liaison Officer (HSLO) referrals
• referral to the school counsellor for support and / or testing
• attendance monitoring
• applications to access support teacher learning testing and caseload
• recommendations for and possible application for integration funding
• review of and recommendations for class placements and class changes

• referral for placement on improvement programs
• referral to the Aboriginal education committee for the development or update of a personalised learning plan
• applications to access alternate educational / employment pathways i.e. Break Thru, Youth Pathways
• liaison with external support agencies including Department of Community Services (DoCS) and mental health services
• referral to the GATS committee
• recommendation for specialist alternate placements or distance education

Progress on 2009 targets
The school has been implementing a three year strategic plan, 2009 – 2011, addressing the priority areas of literacy, numeracy and student engagement and retention.

Target 1
Improved literacy outcomes for all students
The school literacy target team continues to evaluate the effectiveness of our strategies.

Our achievements include:

• development of a colour coded display of individual student’s literacy skill data for staff to readily reference during class
• implementation of literacy blitzes in the junior school
• internal review of Stage 4 writing incorporating analysis of student work samples and assessment materials as well as evaluation of students, staff and parents attitudes to the teaching of writing skills in Stage 4
• the number of students achieving in the top performance bands (Bands 4, 5 6) in the HSC increased by 5%

Target 2
Improved numeracy outcomes for all students
The school numeracy target team continues to evaluate the effectiveness of our strategies.

Our achievements include:

• development of a colour coded display of individual student’s numeracy skill data for staff to readily reference during class
• established the Mathletics software program as a major support resource in all year groups
- performance in SC mathematics and HSC mathematics course continued to improve with a trend toward achievement in the higher bands

**Target 3**

*Enhance student engagement and retention*

The school engagement and retention target team continues to evaluate the effectiveness of our strategies.

Our achievements include:

- A senior transition team was established in Term 4. This team comprises members of the school welfare and learning support team. The role of individual members in implementing the key target strategies has been finalised.
- The process for monitoring student attendance was evaluated and improved to support this key aspect of our plan.
- Planning for the expansion of the Vocational Education Training (VET) curriculum continued throughout the year. Staff training as well as preparation for infrastructure upgrades (through Federal Government trade training initiatives) has progressed well.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of the structure of the school day and of student writing in Stage 4.

**Educational and management practice**

**The structure of the school day**

*Background*

Prior to 2009, students travelling by bus to our school arrived up to 60 minutes before the school day and left up to 35 minutes after school finished. This additional time on site led to a large number of safety issues for students. The problem was exacerbated by Lake Munmorah Primary School, St Brendan’s Primary School and our school all finishing at the same time causing major traffic congestion on Carter’s Road. Concern was raised about the standard of student behaviour before and after school and the lack of engagement of students, particularly in classes scheduled towards the end of the day.

**Findings and Conclusions**

87% of parents, 95% of students and 92 % of staff supported the introduction of the new starting times which commenced at the start of 2009.

The significant decrease in student ‘waiting time’ appeared to contribute to more settled student behaviour during these times. It was noted that there were no instances of student violence recorded before or after school during 2009.

A staff survey conducted in Term 4, 2009 showed significant improvement in: student engagement in the morning and afternoon period of time, behaviour in class and before and after school.

**Future directions**

The school will continue to investigate options which will broaden the curriculum for our students. The early finishing time makes it easier for students to access educational providers outside school (such as TAFE) as well as part time work options.

**Curriculum**

**Writing in Stage 4**

*Background*

NAPLAN results in Year 7 Writing indicate that 85% of our students are at or above minimum national standards. The average for Central Coast school students in this skill is 92%. While 65% of students experienced growth in their writing skills from Year 5 to Year 7, 35% experienced some degree of regression.

**Findings and conclusions**

An analysis of a sample of Year 7 and Year 8 student workbooks showed that writing activities in classes generally do not include extended response answers and that teacher feedback to students about how to improve their writing is minimal. Staff displayed a large variation in their expectations of the quality of the writing that their students produced. The ability of staff to access data and use it to support their teaching of writing skills improved throughout the year.

It was noted that our Aboriginal students experienced results and growth in their writing abilities at or above state average.

**Future directions**

Lake Munmorah High School staff will work closely with the staff of our partner primary schools to ensure that the focus on literacy being placed in Stages 2 and 3 is maintained into the high school. The high school will continue to implement the strategies developed by the school.
literacy target team, particularly with a view to lifting the writing skill level of our Year 7 students as they progress into Stage 5 (Years 9 and 10).

Parent, student, and teacher satisfaction
Lake Munmorah High School as part of its strategic plan of review, surveyed a focus group to examine the social outcomes of the Year 6 to 7 transition to high school program. The key features of the survey results are:

- 92% of students rated the transition program as either effective or very effective and 99% viewed the program as being important.
- All staff viewed the program as being successful and cited that they felt better prepared to meet the welfare, social and academic needs of their students as a result.
- 97% of students found the staff to be supportive in making their transition effective.
- 34% of students were anxious or had quite negative views about high school prior to the transition program.
- Most students were very positive about the social aspects of the program – making new friends, having fun and learning about their new school rated highly.

The school continues to have regular communication with parents and carers via school newsletters, P&C meetings, student reports and faculty progress letters.

Professional learning
- $43781 was expended on professional development activities for staff.
- All teaching staff received training in the areas of child protection, occupational health and safety, depression, boys’ education, leadership, Aboriginal education policy, literacy, numeracy, ICT and quality teaching. Beginning teachers have been well supported with programs in all the above as well as classroom management.
- A number of Australian Government Quality Teaching Projects (AGQTP) continued to provide valuable opportunities for staff to participate in their own professional learning.

School development 2009 – 2011
In 2010 our school will continue to refine the strategies being utilised to address our three priority areas – literacy, numeracy and engagement and retention.

Targets for 2010

Target 1
Improved literacy outcomes for all students
Strategies to achieve this target include:

- analysis of individual student’s needs and provision of appropriate support
- incorporate quality teaching dimensions in all programming, assessment, teaching and professional development
- implement literacy focussed programs throughout the school
- develop continuity of literacy strategies from Stage 3 to 4
- use value added data from SC and HSC performance to refine teaching strategies.

Our success will be measured by:

- NAPLAN literacy assessments indicate 93% of Year 9 students meet national benchmarks
- SC and HSC data reflect improvement in student’s literacy skills. Increase number of students achieving in Bands 4, 5 and 6.

Target 2
Improved numeracy outcomes for all students
Strategies to achieve this target include:

- analysis of individual student’s needs and provision of appropriate support
- school will participate in the Count Me In Middle School initiative with our partner primary schools
- develop individualised strategies to support individual students and groups eg Mathletics
- establish whole school numeracy focus days
- appoint numeracy representatives to each KLA to maintain focus on best practice strategies

Our success will be measured by:

- NAPLAN numeracy assessments indicate 98% of Year 9 students meet national benchmarks (95% in 2009)
• SC and HSC data to reflect improvement in student’s numeracy skills. Increase the number of students in Bands 4, 5 and 6 by 5%

**Target 3**

*Improved student engagement and retention*

Strategies to achieve this target include:

• conduct reviews of retention, destination and student satisfaction data
• develop an effective post SC program for Year 10 students
• provide professional learning for staff in techniques for engaging students more effectively
• expand support strategies for students to utilise wider community eg Plan-It-Youth
• continue development of middle years strategy with our partner primary schools
• increase attractiveness and flexibility of curriculum provision

Our success will be measured by:

• identification and case management of students at risk of non completion
• provision of a relevant and flexible curriculum
• attendance rates improve by 5% average across the school

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**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: